

The Common Curriculum Framework



Bilingual Programming in International Languages

Kindergarten to Grade 12

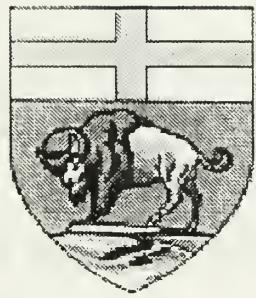
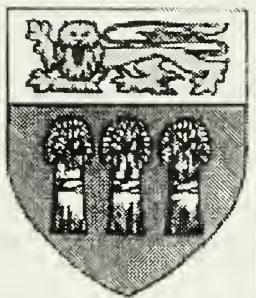
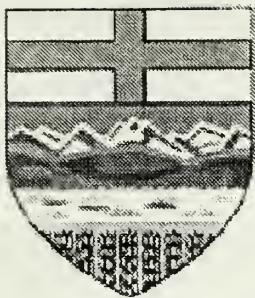
Western Canadian Protocol for
Collaboration in Basic Education

1999



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- interested individuals and organizations who provided valuable feedback and advice
- the editors and desktop publishers.

The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education (hereafter called the *Framework*) was developed through the cooperative efforts of the provinces of Alberta, Manitoba and Saskatchewan. It provides a common foundation for bilingual programming across the Western Canadian provinces for students in Kindergarten to Grade 12. **The Framework is not intended for the development of curricula for French immersion or bilingual programs in Native languages.**

The term *bilingual programming* ★ is used to describe a partial immersion program where English and a second language are both languages of instruction. In bilingual programming, language arts is taught using both languages of instruction. Other subjects are taught either in English or the specific international language. Cultural knowledge, skills and attitudes are often taught using an integrated approach.

The instructional time spent in the specific international language varies from province to province and, sometimes, from program to program. The *Framework* presupposes that the following portions of the instructional day are allocated to instruction in the international language:

- Kindergarten to Grade 6 – 50%
- Grade 7 to Grade 9 – 30%
- Grade 10 to Grade 12 – 20%

★ In Western Canada, language programs in which French is the second language of instruction are generally called immersion programs rather than bilingual programs.

BACKGROUND

Bilingual programming is complex and multifaceted. It provides a rich environment for the learning of languages, cultures and subject-area content. Bilingual education strives to provide intensive language learning environments, with the potential for high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective bilingual learning environments are those where:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the specific international language is emphasized
- quality multimedia, print and other resources are available and applied in a supportive, meaningful and purposeful manner.

Bilingual programming establishes an environment in which languages are used and needed constantly for purposes of communication, personal satisfaction and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests and abilities. In bilingual programming, the delivery of subject-area content, language instruction and cultural information often occurs concurrently, promoting effective language acquisition.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. It develops gradually. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding. Errors are an integral part of the language learning process. By learning, experimenting with, and applying, new language structures and vocabulary to their repertoire, and using them in a variety of contexts, students develop language proficiency.

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to the new language learning context that bilingual programming provides. Similarly, in acquiring a new language, students develop new language learning skills that can then be used in their first language. The continuous, concurrent development of first and second language skills, or skills in additional languages, is fostered in bilingual programming. Opportunities for linguistic knowledge and skill development in both languages are maximized.

The development of communication skills is essential in effective bilingual programming. The six skill areas of listening, speaking, reading, writing, viewing and representing contribute to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The *Framework* is designed to promote the development of language skills for a wide range of purposes in a wide range of contexts.

The communicative approach in second language instruction emphasizes the importance of communicating a message. In a bilingual program, students require support as they strive to express and understand thoughts, ideas and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, plays an important role, but one that is secondary to communicating the message. The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

Language acquisition in bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies. The General Language component of the *Framework* provides a variety of learning outcomes at all levels to promote the acquisition of language learning strategies.

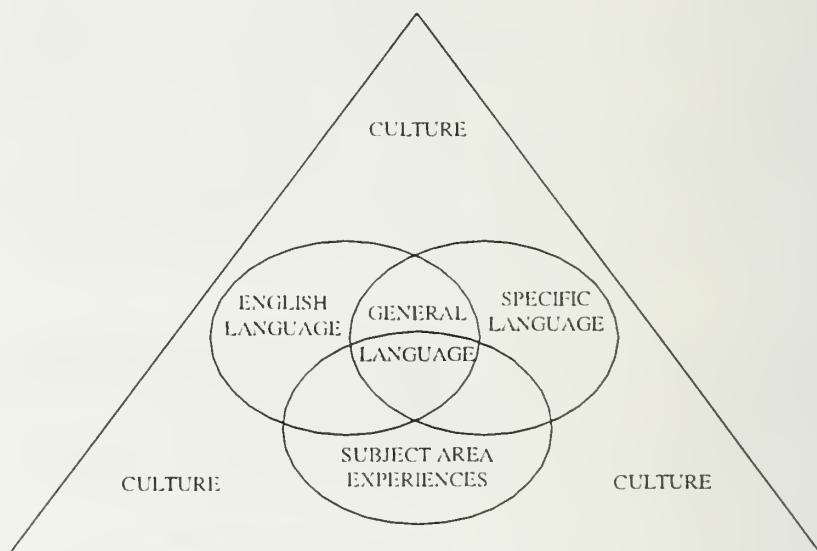
Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in bilingual programming bring to their programs a wide range of cultural backgrounds and experiences. The *Framework* provides opportunities and support for students to explore their own

cultural backgrounds, experiences and identities, as well as those of members of the school community, the local community and cultures from various other areas of the world. The Culture section of the *Framework* examines the dynamic nature of culture through the various perspectives of history, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

Effective participation in the global marketplace, workplace and society requires strong communication skills, interpersonal and team skills, and strong knowledge and understanding of cultures. Bilingual programming provides a rich environment for the development of the essential knowledge, skills and attitudes that promote the development of effective global citizens. The *Framework* has been developed to support the intellectual, social, emotional, creative, linguistic and cultural development of students in bilingual programs.

CONCEPTUAL MAP

The *Framework* reflects the breadth of bilingual programming by providing outcomes for learning language, culture and subject area content. The conceptual map below illustrates the relationship among these components.



PURPOSE OF THE FRAMEWORK

The *Framework* is designed to support curriculum and programming developments in bilingual education in languages other than English. It provides a common foundation for bilingual programming across the Western Canadian provinces.

The *Framework* is designed to assist curriculum writers in developing programming and curricula that meet the needs of students in their respective jurisdictions. During the curriculum development process, users of this document should keep in mind the nature of the languages and cultures of study, and critically review the *Framework* components to determine their suitability within that specific linguistic content.

This document encompasses bilingual programming as a whole. It outlines the essential elements of bilingual programming, highlighting both the uniqueness of bilingual programs and the inherent similarities to unilingual programming.

This *Framework* is a generic document intended to be applicable to the study of most languages. The levels presented are designed to represent the progression of knowledge, skills and attitudes expected of students who have had no prior exposure to the specific language upon entry into Kindergarten. However, students with prior exposure to the specific language can be challenged within this *Framework*.

The *Framework* provides a progression of specific learning outcomes from Kindergarten to Grade 12. Most often, the levels reflect a progression of development intended to match the developmental stages of the students. The specific learning outcomes for each grade reflect the knowledge, skills and attitudes that students are expected to achieve by the end of each grade. Students are expected to demonstrate the specific learning outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The general and specific learning outcomes established in this document are intended to be delivered in an integrated manner, throughout an entire curricular and extracurricular program. The achievement of the outcomes in bilingual programming is not necessarily the sole responsibility of the specific international language teacher. Outcomes may be achieved through a variety of programming experiences, including those subject areas delivered in English.

FRAMEWORK OVERVIEW

For ease of use, the *Framework* is divided into three major sections:

- Language Arts
- Subject Area Experiences
- Culture.

It is important that the sections be implemented in an integrated manner.

Language Arts

The Language Arts section of the *Framework* is intended to reflect an integrated, interdependent approach to language learning within a bilingual programming context. Language arts in a bilingual context encompasses an English Language component, a General Language component and a Specific Language component.

The English Language component of this *Framework* was developed independently and is available under separate cover as *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998. It is not included in this document but should be considered an essential component of the *Framework*.

The General Language component in this *Framework* directly parallels the *English Language Arts Framework*. The General Learning Outcomes are the same as those of the *English Language Arts Framework*, but the Specific Learning Outcomes have been adapted and refined for delivery in the specific language. In this manner, both English language instruction and specific language instruction support the development of common language knowledge, skills and attitudes.

The Specific Language component provides a structure for future development and sequencing of the detailed linguistic elements of the specific international language. As well, it includes descriptors of proficiency levels for each grade.

The Specific Language component outlines the linguistic elements that students will need to be able to use the language; the General Language component provides the context and purpose for using the language, and outlines the knowledge, skills and attitudes that students are to develop. The two components should be developed concurrently, so that the language being learned is the language that students will need and be able to apply.

Subject Area Experiences	<p>The Subject Area Experiences section highlights the importance of content-related learnings that are delivered through the medium of the specific language. It provides a framework for the development of the essential linguistic structures and elements that are necessary for students to acquire in order to support and promote success in content-related studies.</p> <p>This section also provides a basis for the establishment of the subject areas and/or fields of experience to be studied at each grade level, using the specific language.</p>
Culture	<p>The Culture section fosters the development of essential knowledge, skills and attitudes related to self, the specific international language/culture, the community and the world.</p>
GENERAL LEARNING OUTCOMES	<p>The General Learning Outcomes are broad statements that form the basis of the <i>Framework</i>. Each General Learning Outcome outlines the key learnings that each section of the <i>Framework</i> is designed to support. The General Learning Outcomes describe the common goals that all students in the Kindergarten to Grade 12 learning sequence are expected to achieve.</p> <p>Bilingual programming in international languages is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the <i>Framework</i> is built upon the following eight General Learning Outcomes:</p> <p>LANGUAGE ARTS: General Language Component</p> <ol style="list-style-type: none"> 1. Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences. 2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts. 3. Students will listen, speak, read, write, view and represent to manage ideas and information. 4. Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

5. Students will listen, speak, read, write, view and represent to celebrate and build community.

LANGUAGE ARTS: Specific Language Component

6. Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

SUBJECT AREA EXPERIENCES

7. Students will acquire linguistic and subject area knowledge, skills and attitudes.

CULTURE

8. Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Each General Learning Outcome includes Specific Learning Outcomes that students are to achieve by the end of each grade level. Specific Learning Outcomes are grouped under headings within each of the eight General Learning Outcomes.

Language learning occurs most effectively when students are actively involved in using language for meaningful purposes. In bilingual classrooms, students have the opportunity to acquire two languages that may be applied in achieving the outcomes of a bilingual program.

The Language Arts section in this *Framework* is comprised of two interrelated components:

- General Language component
- Specific Language component.

The General Language component outlines the knowledge, skills and attitudes to be developed, using the specific international language. The General Learning Outcomes in the General Language component directly parallel those of *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998.

The Specific Language component provides a framework of linguistic elements that students develop in the specific language as well as quantitative descriptions of the levels of proficiency expected in each grade.

This approach focuses all language learning instruction, whether the language of delivery be in English or in the specific language, on the development of the essential knowledge, skills and attitudes that are common to both languages.

GENERAL LANGUAGE COMPONENT

The General Language component has been structured and developed similarly to the *English Language Arts Framework*, but adapted for delivery through the specific international language. The General Language component provides the context and purpose for the development and use of the specific language.

The commonalities with the English Language Arts document facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English language programming and specific language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific learning outcomes established for each grade level are intended to reflect achievement expectations to be demonstrated in the specific language.

General Learning Outcomes

The following five General Learning Outcomes outline the key learnings that the General Language component is designed to support.

General Learning Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

Chris Wankiewicz

From: Linda Mireau
Sent: Thursday, September 09, 1999 12:03 PM
To: EDU_REF_DESK_STAFF
Subject: Science Curr Gds.

Hi everybody

There are a number of new draft curr guides available for Science.

These include: Science 14
Science 24
Science 10
Science 20
Science 30

Grade 7 Science
Grade 8 Science
Grade 9 Science

These are only drafts and as usual the old courses are still in use in the schools. However 1 copy of each of the drafts listed has been placed behind the reference desk and several other copies has been sent to cataloguing.

Note also that Physics Chemistry and Biology has been updated for 1998. These will replace the 1995 copies.

The Pan-Canadian Science document is not a program of studies. It is a source document used by curriculum developers in preparing programs of study. See the Alberta Education home page for further explanation if needed.

The Alberta Curr Info Binder has been updated to reflect all the changes in Science.

Lin

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

General Learning Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|--|---|---|--|
| <ul style="list-style-type: none">• participate in a range of experiences• participate in a range of experiences, and represent these experiences• use a variety of forms to explore and express familiar events, ideas and information• demonstrate enjoyment of an oral, literary or media text• participate in teacher-led group reading and writing activities, and demonstrate reading and writing behaviours | <ul style="list-style-type: none">• express personal experiences and familiar events• listen to and acknowledge experiences and feelings shared by others• use a variety of forms to explore and express familiar events, ideas and information• express preferences for a variety of oral, literary and media texts• participate in reading and writing activities | <ul style="list-style-type: none">• make personal observations and talk about them• ask for ideas and observations of others to help discover and explore personal understanding• use a variety of forms to organize and give meaning to familiar experiences, ideas and information• explain why an oral, literary or media text is a personal favourite• choose to read and write | <ul style="list-style-type: none">• describe personal observations, experiences and feelings• consider ideas and observations of others to discover and explore personal understanding• experiment with language to express feelings, and talk about memorable experiences and events• collect and share favourite oral, literary and media texts• develop a sense of self as reader, writer and illustrator |
|--|---|---|--|

General Learning Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Grade 4

Students will be able to:

- describe and reflect upon personal observations and experiences to reach tentative conclusions
- explore connections among a variety of insights, ideas and responses
- explore and experiment with a variety of forms of expression for particular personal purposes
- collect and explain preferences for particular forms of oral, literary and media texts
- identify areas of personal accomplishment in language learning and use

Grade 5

- use personal experiences as a basis for exploring and expressing opinions and understanding
- seek viewpoints of others to build on personal responses and understanding
- explore and experiment with a variety of forms of expression for particular personal purposes
- review a collection of favourite oral, literary and media texts, and share responses to preferred forms
- identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use

Grade 6

- use exploratory language to discover own interpretations and share personal responses
- select from ideas and observations of others to develop thinking and understanding
- explore and experiment with a variety of forms of expression for particular personal purposes
- assess collection of favourite oral, literary and media texts, and discuss preferences for particular forms
- assess personal language use, and set personal goals to enhance language learning and use

General Learning Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Grade 7

Students will be able to:

- use exploratory language to discuss and record a variety of opinions and conclusions

- compare own insights and viewpoints to those of others

- expand self-expression in oral, written and visual forms

- explore oral, literary and media texts recommended by peers

- assess personal language use, and revise personal goals to enhance language learning and use

Grade 8

- explore diverse ideas to develop conclusions, opinions and understanding

- integrate new understanding with previous viewpoints and interpretations

- expand self-expression in oral, written and visual forms

- explore oral, literary and media texts recommended by peers

- use appropriate terminology to discuss developing abilities in personal language learning and use

Grade 9

- question and reflect on personal responses and interpretations, and apply personal viewpoints to diverse situations or circumstances

- acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints

- expand self-expression in oral, written and visual forms

- explore a variety of oral, literary and media texts other than those of personal preferences

- self-monitor growth in language learning and use, using predetermined criteria

General Learning Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Grade 10

Students will be able to:

- recognize the value of exploratory language in discovering and expanding understanding and viewpoints

- seek information to add to current understanding

- expand forms of self-expression in oral, written and visual forms

- explore a variety of texts and genres by particular writers, artists, storytellers and filmmakers other than those of personal preferences

- demonstrate confidence in personal language learning and use in a variety of formal and informal contexts

Grade 11

- summarize and speculate on ideas, observations and opinions of self and others

- formulate personal understanding and interpretations

- expand forms of self-expression to include comparative analysis

- explain the value of pursuing personal preferences for a variety of texts and genres by particular writers, artists, storytellers and filmmakers

- demonstrate self-direction, self-appraisal and open-mindedness in language learning and use

- speculate on and hypothesize about ideas, observations and opinions

- discuss personal understanding and interpretations

- expand forms of self-expression

- use experiences with a variety of texts and genres by particular writers, artists, storytellers and filmmakers for enjoyment and satisfaction

- demonstrate self-direction, self-appraisal and open-mindedness in language learning and use, and recognize self as a lifelong learner

Grade 12

General Learning Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none">• recognize connections between new experiences and prior knowledge• explore new experiences and ideas• group ideas and information to make sense• wonder about new ideas and observations | <ul style="list-style-type: none">• connect new experiences and information with prior knowledge• describe new experiences and ideas• group and sort ideas and information to make sense• demonstrate curiosity about ideas and observations to make sense of experiences | <ul style="list-style-type: none">• connect new information, ideas and experiences with prior knowledge and experiences• explain new experiences and understanding• arrange ideas and information to make sense• ask basic questions to make sense of experiences | <ul style="list-style-type: none">• examine how new experiences, ideas and information connect to prior knowledge and experiences• explain understanding of new concepts• arrange ideas and information in more than one way to make sense for self and others• reflect on ideas and experiences to clarify and extend understanding |
|---|--|--|---|

General Learning Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Grade 4

Students will be able to:

- connect new information and experiences with prior knowledge to construct meaning in different contexts
- express new concepts and understanding in own words
- organize ideas and information in ways that clarify and shape understanding
- ask basic questions to clarify information and develop new understanding

Grade 5

- reflect on prior knowledge and experiences to arrive at new understanding
- explain personal viewpoints
- experiment with arranging ideas and information in a variety of ways to clarify understanding
- ask questions to clarify information and develop new understanding

Grade 6

- use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
- explain personal viewpoints in meaningful ways, and revise previous understanding
- search for ways to reorganize ideas and information to extend understanding
- ask a variety of questions to clarify information and develop new understanding

General Learning Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Grade 7

Students will be able to:

- recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding
- summarize and represent personal viewpoints in meaningful ways
- search for ways to reorganize ideas and information to extend understanding
- ask specific and focused questions for elaboration and clarification, and discuss experiences and understanding

Grade 8

- understand the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding
- articulate, represent and explain personal viewpoints clearly
- identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding
- ask specific and focused questions, reconsider initial understanding in light of new information, and listen to diverse opinions and recognize ambiguity

Grade 9

- reflect on new understanding in relation to prior knowledge, and identify gaps in personal knowledge
- review and refine personal viewpoints through reflection, feedback and self-assessment
- structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
- consider diverse opinions and assess whether new information clarifies understanding

General Learning Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 Clarify and Extend

Grade 10

Students will be able to:

- analyze connections between new and prior knowledge and ideas to clarify understanding for self and others
- reflect on changing personal viewpoints and anticipate possible consequences
- develop a repertoire of organizational structures to clarify ideas and information and to bring order to own thinking
- ask discriminating questions to interpret, evaluate and reflect on ideas and information

Grade 11

- analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding
- reflect on changing personal viewpoints and anticipate possible consequences
- expand repertoire of organizational structures to clarify ideas and information and to bring order to own thinking
- explore divergent viewpoints for relevance and validity

Grade 12

- analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding
- reflect critically on changing viewpoints, and identify questions and ideas that merit further thought or reflection
- use a variety of organizational structures to clarify ideas and information and to bring order to own thinking
- examine and interpret alternative perspectives, and arrive at and articulate new understanding

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|---|---|--|--|
| <ul style="list-style-type: none">• make connections between oral language, texts and personal experiences• recognize and anticipate meaning from familiar print, symbols and images• recognize environmental print, symbols and images in context, and recognize own name and personally familiar words• recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas• imitate simple, basic oral second language learning strategies, with teacher guidance | <ul style="list-style-type: none">• make connections between texts, prior knowledge and personal experiences• ask questions to anticipate meaning, and revise understanding based on further information• use textual cues to construct and confirm meaning• use syntactic, semantic and graphophonic cues to construct and confirm meaning• use simple oral second language learning strategies, with teacher guidance | <ul style="list-style-type: none">• make connections between texts, prior knowledge and personal experiences• anticipate meaning, recognize relationships and draw conclusions, and use a variety of strategies to confirm understanding• use textual cues to construct and confirm meaning• use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context• use simple oral second language learning strategies | <ul style="list-style-type: none">• make connections between texts, prior knowledge and personal experiences• set a purpose for listening, reading and viewing, make and confirm predictions, inferences and conclusions, and reread to check meaning• use textual cues to construct and confirm meaning• use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context• use simple oral and written second language learning strategies, with teacher guidance |
|---|---|--|--|

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

Grade 4

Students will be able to:

- make and record connections between personal experiences, prior knowledge and a variety of texts
- confirm or reject inferences, predictions or conclusions based on textual information, and check and confirm understanding by rereading
- use textual cues to construct and confirm meaning
- use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning, and use a junior dictionary to determine word meaning in context
- use simple oral and written second language learning strategies, with teacher guidance and sometimes independently

Grade 5

- make and record connections between personal experiences, prior knowledge and a variety of texts
- use a variety of comprehension strategies to confirm understanding and self-correct
- use textual cues to construct and confirm meaning
- use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning, and use a dictionary to determine word meaning in context
- use simple oral and written second language learning strategies, independently and with teacher guidance

Grade 6

- make and record connections between personal experiences, prior knowledge and a variety of texts
- use comprehension strategies appropriate to the type of text and purpose
- use textual cues to construct and confirm meaning
- use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning, and use a dictionary to determine word meaning in context
- use simple oral and written second language learning strategies, mainly independently

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

Grade 7

Students will be able to:

- make connections between previous experiences, prior knowledge and textual material
- use comprehension strategies appropriate to the type of text and purpose, and use a variety of strategies to remember ideas
- use textual cues to construct and confirm meaning and interpret texts
- use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts
- use basic oral and written second language learning strategies independently

Grade 8

- make connections between previous experiences, prior knowledge and textual material and apply them to new contexts
- use a variety of comprehension strategies to make sense of familiar and unfamiliar texts and remember ideas
- use textual cues to construct and confirm meaning and interpret texts
- use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts
- use a variety of basic oral and written second language learning strategies independently

Grade 9

- analyze and explain connections between previous experiences, prior knowledge and textual material
- use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages
- use textual cues to construct and confirm meaning and interpret texts
- use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts
- use a variety of oral and written second language learning strategies

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.1 Use Strategies and Cues

Grade 10

Students will be able to:

- analyze and explain connections between diverse experiences, prior knowledge and a variety of texts
- use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages
- use textual cues and prominent organizational patterns within texts to confirm meaning and interpret texts
- use appropriate syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts
- apply knowledge of second language learning strategies to new contexts with guidance

Grade 11

- analyze and explain connections between diverse experiences, prior knowledge and a variety of texts
- apply and adjust strategies for comprehending a variety of texts, and use a personal repertoire of strategies to monitor interpretations
- use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts
- use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts
- apply knowledge of second language learning strategies to new contexts

Grade 12

- analyze and explain connections between diverse experiences, prior knowledge and a variety of texts
- apply and adjust strategies for comprehending a variety of texts, and determine the accuracy of interpretations when paraphrasing and summarizing ideas
- use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts
- use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts
- apply knowledge of second language learning strategies to a variety of new contexts

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.2 Respond to Texts

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|--|---|---|---|
| <ul style="list-style-type: none">• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions• share personal experiences related to oral, literary and media texts, and talk about and represent the actions of people in texts• share feelings evoked by oral, literary and media texts | <ul style="list-style-type: none">• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions• share personal experiences related to oral, literary and media texts, and identify choices that people make in texts• share feelings and moods evoked by oral, literary and media texts | <ul style="list-style-type: none">• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions• discuss the experiences and traditions of various communities and cultures portrayed in oral, literary and media texts• identify and express the feelings of people in oral, literary and media texts | <ul style="list-style-type: none">• participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions• describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary and media texts• identify words that form mental images and create mood in oral, literary and media texts |
|--|---|---|---|

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.2 *Respond to Texts*

Grade 4

Grade 5

Grade 6

Students will be able to:

- experience texts from a variety of genres and cultural traditions, with and without support
- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary and media texts
- identify mood evoked by oral, literary and media texts
- experience texts from a variety of genres and cultural traditions, and share responses
- identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary and media texts
- identify descriptive and figurative language in oral, literary and media texts
- seek opportunities to experience texts from a variety of genres and cultural traditions, and explain preferences for particular types of oral, literary and media texts
- compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, literary and media texts
- identify descriptive and figurative language in oral, literary and media texts, and discuss how it enhances understanding of people, places and actions

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.2 Respond to Texts

Grade 7

Students will be able to:

- experience texts from a variety of genres and cultural traditions, and discuss preferences
- compare own understanding of people, cultural traditions and values portrayed in oral, literary and media texts to that of others
- identify descriptive and figurative language in oral, literary and media texts, and discuss how it enhances understanding of people, places, actions and events

Grade 8

- experience texts from a variety of genres and cultural traditions, and compare own interests to those of others
- discuss how similar ideas, people, experiences and traditions are conveyed in various oral, literary and media texts
- identify language and visual images that create mood and evoke emotion in oral, literary and media texts

Grade 9

- experience texts from a variety of genres and cultural traditions, and explain interpretations of the text
- examine how personal experiences, community traditions and Canadian perspectives are presented in oral, literary and media texts
- identify and describe techniques used to create mood in oral, literary and media texts

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.2 Respond to Texts

Grade 10

Grade 11

Grade 12

Students will be able to:

- experience texts from a variety of genres and cultural traditions, and explain interpretations of the text
 - compare the portrayals of people, events or perspectives from a variety of oral, literary and media texts
 - discuss how word choice and supporting details in oral, literary and media texts affect purpose and audience
 - experience texts from a variety of genres and cultural traditions, and explain various interpretations of the same text
 - compare the themes portrayed in a variety of oral, literary and media texts
 - examine how word choice in oral, literary and media texts alters and enhances mood or meaning and affects audience
- experience a range of texts from a variety of genres and cultural traditions, and consider alternative interpretations and evaluations
 - compare the themes and values portrayed in a variety of oral, literary and media texts
 - analyze how word choice and visual images in oral, literary and media texts create a composite meaning and effect

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.3 *Understand Forms and Techniques*

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|---|--|---|--|
| <ul style="list-style-type: none">• distinguish between what is realistic and imaginary in oral, literary and media forms and texts• develop a sense of story through listening, reading and viewing experiences• demonstrate curiosity about and experiment with sounds, letters or characters, words and word patterns• appreciate the sounds and rhythms of language• create original oral and media texts | <ul style="list-style-type: none">• recognize different oral, literary and media forms and texts• represent the beginning, middle and end of oral, literary and media texts• experiment with parts of words or characters, word combinations and word patterns• appreciate repetition, rhyme and rhythm in shared language experiences• create basic texts to communicate and demonstrate understanding of basic forms | <ul style="list-style-type: none">• recognize that information and ideas can be expressed in a variety of forms and texts• relate the beginning, middle and end of oral, literary and media texts• explore commonalities in word families to increase vocabulary• demonstrate interest in the sounds of words, word combinations and phrases in oral, literary and media presentations• create basic texts to communicate and demonstrate understanding of forms and techniques | <ul style="list-style-type: none">• recognize the distinguishing features of a variety of forms and texts• identify the sequence of events in oral, literary and media texts, the time and place in which they occur and the roles of main characters• use knowledge of commonalities in word families to increase vocabulary in a variety of contexts• identify examples of repeated sounds and poetic effects that contribute to enjoyment, and recognize humour in oral, literary and media texts• create original texts to communicate and demonstrate understanding of forms and techniques |
|---|--|---|--|

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.3 *Understand Forms and Techniques*

Grade 4

Students will be able to:

- distinguish similarities and differences between various oral, literary and media forms and texts, such as folk tales, poetry, sculptures, and news and weather reports
- explain connections between events and roles of main characters in oral, literary and media texts and identify how these texts may influence people's behaviours
- build knowledge of word patterns

Grade 5

- understand and use a variety of oral, literary and media forms and texts, such as poetry, articles and news reports

- identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, literary and media texts

- expand knowledge of words and word relationships, using a variety of sources

Grade 6

- recognize key characteristics of various oral, literary and media genres, such as myths, short novels, poetry, drawings and prints

- examine key elements and techniques in oral, literary and media texts

- identify how and why word structures and meaning change, and use accurate word meaning according to context

- recognize how words and word combinations, such as word-play, repetition and rhyme, influence or convey meaning, and recognize that exaggeration can be used to convey humour

- recognize how words and word combinations, such as word-play, repetition and rhyme, influence or convey meaning, and identify ways in which exaggeration is used to convey humour

- experiment with words and sentence patterns to create word pictures

- create original texts to communicate and demonstrate understanding of forms and techniques

- create original texts to communicate and demonstrate understanding of forms and techniques

- create original texts to communicate and demonstrate understanding of forms and techniques

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.3 *Understand Forms and Techniques*

Grade 7

Students will be able to:

- identify preferences for particular oral, literary and media forms and genres
- examine techniques of plot development in oral, literary and media texts, and explore their impact
- explore factors, such as history, social trends and geographic isolation, that influence word families and the evolution of language
- identify surprising and playful uses of language in oral, literary and media texts
- create original texts to communicate and demonstrate understanding of forms and techniques

Grade 8

- demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience and content
- examine techniques of plot development in oral, literary and media texts, and examine how they interact to create effects
- appreciate variations in language, accent and dialect in communities, regions and countries, and recognize the derivation and use of words, phrases and jargon
- identify creative uses of language in popular culture, and explain how imagery and figures of speech create tone and mood in texts
- create original texts to communicate and demonstrate understanding of forms and techniques

Grade 9

- explain preferences for particular oral, literary and media forms and genres
- examine techniques of plot development and of persuasion in oral, literary and media texts
- recognize uses and abuses of slang, colloquialism and jargon
- examine creative uses of language in popular culture, and recognize how figurative language and techniques create a dominant impression, mood, tone and style
- create original texts to communicate and demonstrate understanding of forms and techniques

General Learning Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Grade 10

Students will be able to:

- describe various oral, literary and media forms and genres
 - examine how plot, character and setting contribute to an overall theme, and recognize the effectiveness of techniques used in oral, literary and media texts
 - recognize uses and abuses of slang, colloquialism and jargon
 - analyze ways in which creative uses of language influence thought, emotion and meaning, and identify how symbols are used to represent abstract ideas
 - create original texts, such as editorials, plays, displays, photographs and media presentations, to communicate and demonstrate understanding of forms and techniques
-
- recognize unique characteristics of a variety of oral, literary and media forms and genres
 - analyze how plot, character, setting and mood enhance meaning, and evaluate the effectiveness of techniques used in oral, literary and media texts
 - recognize the use of archaic language, and examine how word usage evolves over time
 - evaluate ways in which creative uses of language develop a personal style, and evaluate the effectiveness of media techniques and devices
 - create original texts, such as biographies, audio or video presentations and photo essays, to communicate and demonstrate understanding of forms and techniques
-
- understand how choice of genre and form affects audience response
 - evaluate how elements and techniques are combined to achieve the artist's purpose and desired effect
 - recognize the derivation of specialized and technical language and the role of culture and invention in word creation and usage, such as computer terminology—interface, mainframe, laptop and so on
 - evaluate ways in which creative uses of language develop a personal style, and evaluate the effectiveness of media techniques and devices, such as fades, close-ups and flashbacks
 - create original texts, such as multimedia presentations, artistic representations and personal compositions, to communicate and demonstrate understanding of forms and techniques

Grade 11

Grade 12

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|--|---|---|--|
| <ul style="list-style-type: none">• demonstrate personal knowledge of a topic• ask commonly used questions to satisfy personal curiosity and information needs in the classroom context• ask and answer commonly used questions to help satisfy group curiosity and information needs in the classroom context• listen to and follow simple directions in the classroom context | <ul style="list-style-type: none">• contribute personal knowledge of a topic to gather information• ask basic questions to satisfy personal curiosity and information needs• ask and answer basic questions to help satisfy group curiosity and information needs on a specific topic• listen actively and follow directions for gathering information and ideas | <ul style="list-style-type: none">• record and share personal knowledge of a topic to identify information needs• ask questions to understand a topic, and identify information needs• contribute relevant information and questions to assist in group understanding of a topic or task• recall and follow directions for accessing and gathering information | <ul style="list-style-type: none">• identify and categorize personal knowledge of a topic to determine information needs• ask topic-appropriate questions, and identify and communicate information needs• contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task• recall and follow a sequential plan for accessing and gathering information |
|--|---|---|--|

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Grade 4

Grade 5

Grade 6

Students will be able to:

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• categorize personal knowledge of a topic to determine information needs• ask general and specific questions on topics, using predetermined categories• identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research• select and use a plan for gathering information | <ul style="list-style-type: none">• summarize personal knowledge of a topic in categories to determine information needs• formulate general and specific questions to identify information needs• share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research• gather and record information and ideas using a plan | <ul style="list-style-type: none">• summarize and focus personal knowledge of a topic to determine information needs• formulate relevant questions to focus information needs• contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research• create and follow a plan to collect and record information |
|--|---|--|

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Grade 7

Students will be able to:

- examine personal knowledge of and experiences related to a topic to determine information needs
- formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information
- contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research
- prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print and nonprint materials and electronic sources

Grade 8

- determine personal knowledge of a topic to generate possible areas of inquiry or research
- formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information
- contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes
- prepare and use a plan to access, gather and record relevant information in own words from a variety of human, print and electronic sources

Grade 9

- determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
- develop a variety of focused questions to establish a purpose for gathering information
- contribute ideas, knowledge and strategies to help identify group information needs and sources
- prepare and use a plan to access, gather and evaluate information and ideas from a variety of human, print and electronic sources

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Grade 10

Grade 11

Grade 12

Students will be able to:

- | | | |
|---|--|---|
| <ul style="list-style-type: none">• use personal expertise and that of others on a topic to determine inquiry or research focus• develop focused inquiry or research questions to anticipate personal and audience needs on a topic• collaborate to identify group knowledge base and determine inquiry or research topic focus• prepare, use and adjust an inquiry or research plan as needed to access relevant information and ideas independently using a variety of methods | <ul style="list-style-type: none">• reflect on own expertise and information and that of others to identify topic interests, depth of knowledge and information needs for inquiry or research• formulate and adjust inquiry or research questions to focus a topic and purpose• collaborate to identify group knowledge base and determine inquiry or research topic focus• prepare, use and revise an inquiry or research plan, and locate, access and record relevant information from a variety of sources | <ul style="list-style-type: none">• reflect on personal understanding and knowledge to determine topic interests, gaps in knowledge and inquiry or research objectives• develop effective, focused inquiry or research questions• collaborate to determine own knowledge base and that of others, and determine inquiry or research topic focus• prepare, use and revise an inquiry or research plan, and locate, access, evaluate and select relevant information independently from a variety of sources |
|---|--|---|

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|---|--|--|---|
| <ul style="list-style-type: none">• identify self and others as sources of information• seek information from others in the classroom context• recognize when information answers the questions asked• use visual and auditory cues to understand ideas and information• use prior knowledge to make sense of information | <ul style="list-style-type: none">• identify and share basic personal knowledge related to experiences• seek information from a variety of sources• recognize when information answers the questions asked• understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning• make and check predictions using prior knowledge and oral, visual and written text features to understand information | <ul style="list-style-type: none">• participate in group discussion to generate information on a topic and to identify sources of additional information• answer questions, using oral, visual and print information sources• compare gathered ideas and information to personal knowledge• use the specific library organizational system to locate information and ideas, use titles to locate information, and use visual and auditory cues to make meaning• make connections between prior knowledge, ideas and information and oral, visual and written text features | <ul style="list-style-type: none">• record and share personal knowledge of a topic• access information, using a variety of sources• match information to inquiry or research needs• use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas• determine main ideas in information using prior knowledge, predictions, connections and inferences |
|---|--|--|---|

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Grade 4

Grade 5

Grade 6

Students will be able to:

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• record, select and share personal knowledge of a topic to focus inquiry or research• answer inquiry or research questions, using a variety of information sources• review information to determine its usefulness to inquiry or research needs• use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas• determine main and supporting ideas using prior knowledge, predictions, connections, inferences and visual and auditory cues | <ul style="list-style-type: none">• record, select and share personal knowledge of a topic to focus inquiry or research• answer inquiry or research questions, using a variety of information sources• review information to determine its usefulness to inquiry or research needs• use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information• recognize organizational patterns of oral, visual and written text, and skim, scan and listen for key words and phrases | <ul style="list-style-type: none">• record personal knowledge of a topic and collaborate to generate information for inquiry or research• answer inquiry or research questions, using a variety of information sources• review information to determine its usefulness to inquiry or research needs• use a variety of tools to access information and ideas, and use visual and auditory cues to gather important information• use organizational patterns of oral, visual and written text to construct meaning, and skim, scan and read closely to gather information |
|--|---|---|

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Grade 7

Students will be able to:

- select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research
- extend inquiry and research questions, using a variety of information sources
- use pre-established criteria to evaluate the currency, usefulness and reliability of information sources in answering inquiry or research questions
- expand and use a repertoire of skills, including visual and auditory, to access information and ideas from a variety of sources

Grade 8

- access, record and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research
- distinguish between fact and opinion when inquiring or researching using a variety of information sources
- develop and use criteria for evaluating information sources for a particular inquiry or research plan
- recall, expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources

Grade 9

- access, record and appraise personal and peer knowledge of a topic, and evaluate it for breadth and depth to establish an information base for inquiry or research
- obtain information and varied perspectives when inquiring or researching using a range of information sources
- evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan
- expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources
- identify a variety of factors, such as organizational patterns of text, page layouts, font styles, colour, voice-over and camera angle, that affect meaning, scan to locate specific information quickly, and summarize, report and record main ideas of extended oral, visual and written texts

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 Select and Process

Grade 10

Students will be able to:

- access, record and appraise personal expertise on an inquiry or research topic, and initiate inquiry or research, using pre-established criteria
- identify a range of diverse information sources to satisfy inquiry or research needs
- evaluate the quality of information sources and perspectives for a particular inquiry or research plan
- expand and use a variety of skills to access information and ideas from a variety of sources
- identify a variety of factors that affect meaning, and use effective listening, reading and viewing techniques

Grade 11

- access, record and appraise personal expertise on an inquiry or research topic, and focus inquiry or research according to pre-established organization of a project
- identify a range of information sources on an inquiry or research topic
- evaluate the reliability and credibility of information sources
- use a combination of information retrieval knowledge and skills for particular topics and purposes, and expand and use a variety of skills to access information and ideas from a variety of sources
- identify and analyze a variety of factors that affect meaning, skim and scan for required information, and use effective listening, reading and viewing techniques

Grade 12

- identify personal knowledge of a topic and design projects to generate additional knowledge and ideas
- identify a range of diverse forms of information sources to satisfy information needs
- evaluate potential information sources for breadth, depth, reliability, validity and accessibility
- use information retrieval knowledge and skills to access and make sense of information, and create personalized strategies to accomplish a task based on time available and depth of topic
- identify and analyze a variety of factors that affect meaning, and listen, read and view actively for themes, main ideas and supporting details of speakers and writers

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 Organize, Record and Assess

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|---|---|---|--|
| <ul style="list-style-type: none">• categorize objects and visuals according to similarities and differences• represent and share information and ideas, and compose with a scribe• share information gathered on a specific topic• participate in information-gathering experiences | <ul style="list-style-type: none">• identify and categorize information according to similarities, differences and sequences• represent and express key facts and ideas in visual form or with words• use gathered information as a basis for communication• recall, share and record information-gathering experiences in visual or text form | <ul style="list-style-type: none">• categorize related information and ideas, using a variety of strategies• record key facts and ideas in own words, and identify titles and writers of sources• examine gathered information to decide what information to share or omit• recall, discuss and record information-gathering experiences | <ul style="list-style-type: none">• organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing• record facts and ideas, using a variety of strategies, and list authors and titles of sources• determine whether collected information is sufficient or inadequate for established purpose• use gathered information and questions to review and add to knowledge |
|---|---|---|--|

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 *Organize, Record and Assess*

Grade 4

Students will be able to:

- organize information and ideas in logical sequences, using a variety of strategies
- record facts and ideas, using a variety of strategies, and list authors and titles of sources
- examine collected information to identify categories or aspects of a topic that need more information
- use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content

Grade 5

- organize information and ideas into categories, using a variety of strategies
- make notes of key words, phrases and images by subtopics, and cite authors and titles of sources appropriately
- recognize gaps in the information gathered and locate additional information needed
- determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences and skills

Grade 6

- organize information and ideas, using a variety of strategies and techniques
- record information in own words, and cite authors and titles appropriately and provide publication dates of sources
- recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose
- assess knowledge gained through the inquiry or research process, and form personal conclusions and generate new questions for further inquiry or research

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 *Organize, Record and Assess*

Grade 7

Students will be able to:

- organize information and ideas in order of priority according to topic and task requirements
- make notes in point form, summarizing major ideas and supporting details, and reference sources
- recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose
- assess knowledge gained through the inquiry or research process, and form personal conclusions and generate new questions for further inquiry or research

Grade 8

- organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose
- make notes using headings and subheadings or graphic organizers appropriate to a topic, and reference sources
- assess the appropriateness of the amount and quality of information collected, and recognize and address information gaps for particular forms, audiences and purposes
- organize new information and connect it to prior knowledge, and reflect on the impact of new information on the inquiry or research process

Grade 9

- organize information and ideas by developing and selecting appropriate categories and organizational structures
- summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions, and reference sources
- distinguish between main and supporting information to evaluate usefulness, relevance and completeness, and address information gaps for particular forms, audiences and purposes
- reflect on new knowledge and its value to self, and determine personal inquiry and research strengths and learning goals

General Learning Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.3 *Organize, Record and Assess*

Grade 10

Students will be able to:

- organize and reorganize information and ideas in a variety of forms for different purposes
- record information and ideas, using a variety of organizational structures appropriate to purpose, and reference sources
- evaluate collected information for completeness, accuracy, relevance and effectiveness, and address information gaps for particular forms, audiences and purposes
- integrate new information with prior knowledge to form new ideas, and reflect on implications of inquiry or research methods and conclusions

Grade 11

- develop flexibility and independence in organizing information and ideas, using a variety of strategies
- record and summarize facts and information from a variety of sources, and reference sources
- evaluate collected information for completeness, accuracy, currency and relevance for particular forms, audiences and purposes
- synthesize a variety of perspectives, and consider alternative methods of reaching inquiry or research goals

Grade 12

- organize information and ideas according to topic, purpose, form of presentation and final product
- record and summarize information and perspectives from a variety of sources and presentation forms
- evaluate collected information for completeness, accuracy, currency, relevance and effectiveness for particular forms, audiences and purposes
- evaluate the contribution of new information to personal knowledge base, and self-assess inquiry, research, authoring and presentation skills



General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|---|--|--|--|
| <ul style="list-style-type: none">• share or demonstrate ideas from personal experiences• participate in shared oral, literary and media experiences• recognize that ideas expressed in oral language can be represented and recorded | <ul style="list-style-type: none">• contribute ideas from personal experiences for oral, written and visual texts• share ideas and experiences, using simple forms in the classroom context• organize visuals and familiar print to express ideas and tell stories | <ul style="list-style-type: none">• generate and contribute ideas on particular topics for oral, written and visual texts• share ideas and experiences, using various forms for particular audiences• organize visuals and print to express ideas and tell stories | <ul style="list-style-type: none">• generate and contribute ideas on particular topics for oral, written and visual texts• use a variety of forms for particular audiences and purposes• order ideas to create a beginning, middle and end in own oral, written and visual texts |
|---|--|--|--|

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

Grade 7

Students will be able to:

- experiment with various ways to generate ideas and focus a topic
- select and compose, using specific forms that serve various audiences and purposes
- identify and use appropriate organizational patterns in own oral, written and visual texts

Grade 8

- consider form and audience when generating ideas and focusing a topic
- compose, using specific forms to match content, audience and purpose
- identify and use a variety of organizational patterns in own oral, written and visual texts, and compose effective introductions and conclusions

Grade 9

- use a variety of techniques to generate and select ideas for oral, written and visual texts
- compose, using specific forms to match content, audience and purpose
- identify and use a variety of organizational patterns in own oral, written and visual texts, and use effective transitions

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

Grade 4

Grade 5

Grade 6

Students will be able to:

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• generate and contribute ideas on particular topics for oral, written and visual texts, using a variety of strategies• use a variety of forms, such as simple reports, illustrations and role-plays of characters and situations, for particular audiences and purposes• develop and arrange ideas in own oral, written and visual texts, using organizers | <ul style="list-style-type: none">• focus a topic for oral, written and visual texts, using a variety of strategies• use a variety of forms, such as puppet plays, readers' theatre and murals, for particular audiences and purposes• develop and arrange ideas in own oral, written and visual texts, using a variety of organizers | <ul style="list-style-type: none">• focus a topic for oral, written and visual texts, using a variety of strategies• use a variety of forms, such as dance, murals and narrative stories, for particular audiences and purposes• use listening, reading and viewing experiences as models for organizing ideas in own oral, written and visual texts |
|---|---|--|

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|--|---|---|--|
| <ul style="list-style-type: none">• participate in the sharing of own creations and those of others• express lack of understanding• trace and copy letters or characters, and recognize letter or character keys on the keyboard• use familiar words to describe ideas• use visuals to express ideas, feelings and information | <ul style="list-style-type: none">• talk about own creations and those of others, using basic, commonly-used expressions• ask basic questions to clarify meaning• form recognizable letters or characters, and use letters or characters and basic keys on the keyboard• use familiar words or simple sentences to describe ideas• use familiar words with visuals to express ideas, feelings and information | <ul style="list-style-type: none">• talk about own creations and those of others, using commonly-used expressions• retell to clarify ideas• strive for consistency in letter or character size and shape, print letters or create characters in correct direction, and explore and use the keyboard to produce text• experiment with words and sentence patterns, with support• combine illustrations and simple written texts to express ideas, feelings and information | <ul style="list-style-type: none">• share own stories and creations with peers, and respond to questions or comments• revise own ideas to accommodate new ideas and information• print or write letters or create characters legibly, developing a personal style, and space words or characters appropriately• experiment with words and simple sentence patterns• combine illustrations and written texts to express ideas, feelings and information |
|--|---|---|--|

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Grade 4

Students will be able to:

- share own stories and creations in various ways, and obtain feedback from others

- revise to focus on main ideas and relevant information

- write legibly, using a handwriting style that is consistent in alignment, shape and spacing, and experiment with the use of templates and familiar software when composing and revising

- select from a range of word choices, and use simple sentence patterns to communicate ideas and information

- prepare neat and organized compositions, reports and charts that engage the audience

Grade 5

- share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria

- revise to create an interesting impression and check for sequence of ideas

- write legibly, and use word processing when composing and revising

- choose descriptive language and sentence patterns to clarify and enhance ideas

- prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience

Grade 6

- share own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria

- revise for content, organization and clarity

- write legibly and at a pace appropriate to context and purpose when composing and revising, and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate

- choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas

- prepare organized compositions, presentations, reports and inquiry or research projects, using templates or pre-established organizers

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Grade 7

Students will be able to:

- share own work in a variety of ways, and appraise particular aspects of own work and that of others, using pre-established criteria

- revise to create effective sentences that convey content clearly

- determine the appropriateness of handwriting or word processing for a particular task when composing and revising, and combine print and visuals when desktop publishing

- select words for appropriate connotations, and use varied sentence lengths and structures

- prepare compositions, reports and inquiry or research projects, using a variety of text organizers

Grade 8

- share and discuss particular qualities of samples from own collection of work, and accept and provide constructive suggestions for revising own work and that of others

- revise to enhance meaning and effect according to audience and purpose

- format for legibility and emphasis when composing and revising, and enhance the coherence of documents, using electronic editing functions

- identify figures of speech, and select appropriate words and sentence patterns during revision to enhance clarity and artistry

- prepare compositions, reports, presentations and inquiry or research projects, using a variety of text organizers

Grade 9

- share own work in a variety of ways, appraise own work and that of others, using appropriate criteria, and suggest revisions to own work and that of others, using a variety of strategies

- review previous draft and revise to refine communication and enhance self-expression

- format for legibility and use word processing effectively and efficiently when composing and revising, and use electronic design elements to combine print and visuals

- experiment with figures of speech, and select appropriate words and sentence patterns during revision to enhance clarity and artistry

- prepare compositions, presentations, reports, essays and inquiry or research projects in a meaningful order and with adequate detail for audience understanding

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Grade 10

Students will be able to:

- share own work in a variety of forums, and appraise own work and respond to the work of others, using pre-established criteria
- create a dominant impression, and recognize a variety of communication styles appropriate in both public and personal contexts
- use desktop publishing to adapt, combine and create documents
- analyze drafts and revise to enhance clarity of expression
- prepare compositions, presentations, reports, essays and inquiry or research projects in an effective order and with adequate detail

Grade 11

- share own work in a variety of forums, and respond to and appraise own ideas, language use and forms and those of others relative to purpose and audience
- use words that are precise, use vivid adjectives and adverbs, and experiment with figurative language
- use a combination of technological and nontechnological forms to create multimedia presentations and documents
- analyze drafts and revise to ensure coherence and unity
- use a variety of styles and formats for descriptive, narrative and expository compositions, and use research to support and enhance description

Grade 12

- share own work in a variety of forums, and respond to and appraise the effectiveness of own work and that of others
- apply communication styles for a variety of purposes, such as dramatic effect, personal introduction and formal debate, and use precise and appropriate language in context
- use a combination of technological and nontechnological forms to publish and create multimedia presentations
- analyze drafts and revise to ensure unity, emphasis and coherence
- use logical and persuasive language, and incorporate information into a variety of forms and styles for effective, creative expression of ideas, feelings and information

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|--|---|--|--|
| <ul style="list-style-type: none">• check for completeness of work, with guidance• connect sounds with letters or characters• recognize some basic writing conventions | <ul style="list-style-type: none">• check for completeness of work and add details, with guidance• spell familiar words• know and use basic writing conventions | <ul style="list-style-type: none">• check for completeness of work and add details• spell familiar words, using basic strategies and resources• know and use basic writing conventions when editing and proofreading | <ul style="list-style-type: none">• edit for complete sentences• spell familiar words, using a variety of strategies and resources• know and use basic writing conventions when editing and proofreading |
|--|---|--|--|

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 Attend to Conventions

Grade 4

Students will be able to:

- edit for complete sentences and to eliminate unnecessary repetition of words
- know spelling conventions, using a variety of strategies, resources and spelling patterns when editing and proofreading
- know and correctly use basic writing conventions when editing and proofreading

Grade 5

- edit to eliminate sentence fragments and run-on sentences
- understand and know spelling conventions, using a variety of spelling patterns or character formations when editing and proofreading, and predict the spelling or character formations of unfamiliar words, using a variety of resources to confirm correctness
- know and use writing conventions, and apply these conventions when editing and proofreading

Grade 6

- edit to eliminate sentence fragments and run-on sentences
- know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading, and use a variety of resources to determine the spelling or character formations of common exceptions
- know and apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 *Attend to Conventions*

Grade 7

Grade 8

Grade 9

Students will be able to:

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• edit for basic grammatical accuracy• know spelling conventions and apply them to familiar words, and use appropriate resources when editing and proofreading• know and apply writing conventions in simple, compound and complex sentences when editing and proofreading | <ul style="list-style-type: none">• edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas• know spelling conventions and apply them to familiar and unfamiliar words, and use appropriate resources when editing and proofreading• know and apply writing conventions consistently in a variety of sentence structures and written forms when editing and proofreading | <ul style="list-style-type: none">• edit for basic grammatical accuracy, sentence variety, word choice and tone appropriate to audience and purpose• know and apply a repertoire of spelling conventions when editing and proofreading, and use a variety of resources when editing and proofreading• know and apply writing conventions in dialogues, quotations, footnotes, endnotes and references when editing and proofreading |
|--|---|---|

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 *Attend to Conventions*

Grade 10

Students will be able to:

- edit for basic grammatical accuracy, appropriate tone and emphasis for intended audience and purpose
- know and apply spelling conventions consistently, and monitor for correctness when editing and proofreading, using appropriate resources
- know and apply writing conventions in headings, subheadings and bibliographies when editing and proofreading

Grade 11

- proofread for errors in language usage and grammar
- know and apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect
- know and apply writing conventions for stylistic effect when editing and proofreading

Grade 12

- adjust grammatical structures to ensure clarity and achieve desired style and form
- know and apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect
- know and apply writing conventions for effect when editing and proofreading

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.4 Present and Share

Kindergarten

Students will be able to:

- use illustrations and other materials to share information and ideas
- express and represent ideas through various media and forms

Grade 1

- share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation
- share information and ideas with a group

Grade 2

- share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions

Grade 3

- share information and ideas on a topic with a familiar audience, and clarify information by responding to questions
- present information and ideas
- present information and ideas in an appropriate form

- demonstrate active listening and viewing behaviours

- demonstrate active listening and viewing behaviours

- demonstrate attentive audience behaviours

- demonstrate appropriate audience behaviours

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.4 Present and Share

Grade 4

Students will be able to:

- present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation

- describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation and nonverbal cues

- demonstrate appropriate audience behaviours

Grade 5

- prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience

- use gestures and facial expression to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention

- show respect for the presenter through active listening and viewing behaviours

Grade 6

- prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience

- use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expression, and presentation space to enhance communication

- demonstrate critical listening and viewing behaviours, and show respect for the presenter

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.4 Present and Share

Grade 7

Students will be able to:

- facilitate small group activities and short, whole class sessions to share information on a topic, using pre-established active learning strategies, such as role-plays, language games and simulations
- present short oral presentations and reports, using verbal and nonverbal cues, such as diction, pacing, presence, facial expression and gestures, to focus audience attention, and project emotion appropriate to the subject and point of view
- demonstrate critical listening and viewing behaviours, and show respect for the presenter

Grade 8

- plan and facilitate small group activities and short, whole class sessions to share information on a topic, using a variety of engaging methods, such as mini-lessons, role-plays and visual aids
- explain, share and present, orally, using conventions of public speaking in a variety of settings, such as small group presentations and whole class presentations, and use visual aids to enhance the effectiveness of oral presentations
- demonstrate critical listening and viewing behaviours, and show respect for the presenter

Grade 9

- plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic
- choose vocabulary, voice production factors and nonverbal cues to communicate effectively to a variety of audiences, and use a variety of media and display techniques to enhance the effectiveness of oral presentations
- demonstrate critical listening and viewing behaviours, and show respect for the presenter

General Learning Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.4 Present and Share

Grade 10

Students will be able to:

- plan and present sessions on particular topics, using a variety of techniques
- communicate meaning, emphasis and mood effectively, and organize language for specific purposes, audiences and occasions
- demonstrate critical listening and viewing behaviours, and show respect for the presenter

Grade 11

- plan and present or facilitate sessions on particular topics, using a variety of techniques
- use voice production factors and nonverbal cues to communicate meaning, mood and interest, use tone and tempo for dramatic effect, give prepared talks from notes or memory, participate effectively in interviews, and participate in personal and public communication, such as giving speeches and reading poetry
- demonstrate critical listening and viewing behaviours, and show respect for the presenter

Grade 12

- organize and conduct class sessions on a specific topic, using various strategies
- select, adapt and shape language and presentation formats appropriate to specific subjects, purposes, audiences and occasions
- demonstrate critical understanding of presentation purpose

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

5.1 Develop and Celebrate Community

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|---|---|--|---|
| <ul style="list-style-type: none">• represent and draw stories about self and family• listen actively to stories, and demonstrate curiosity• connect aspects of stories to personal feelings and experiences• contribute to group stories using rhymes, rhythms, symbols, pictures and drama to create and celebrate | <ul style="list-style-type: none">• tell and draw about self and family• listen to stories from oral, literary and media texts from various communities• connect aspects of stories and characters to personal feelings and experiences• share ideas and experiences through conversation, puppet plays, dramatic scenes and songs | <ul style="list-style-type: none">• tell, draw and write about self, family and community• explore similarities among stories from oral, literary and media texts from various communities• connect aspects of stories and characters to personal feelings and experiences• participate in shared language experiences to celebrate individual and class achievements | <ul style="list-style-type: none">• record ideas and experiences, and share them with others• examine ideas within stories from oral, literary and media texts from various communities• connect situations portrayed in oral, literary and media texts to personal experiences• acknowledge and celebrate individual and class achievements |
|---|---|--|---|

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

5.1 Develop and Celebrate Community

Grade 4

Grade 5

Grade 6

Students will be able to:

- understand relationships between own ideas and experiences and those of others
 - discuss ideas within stories from oral, literary and media texts from various communities
 - connect portrayals of individuals or situations in oral, literary and media texts to personal experiences
 - use language appropriate in tone and form when participating in classroom and school activities
 - acknowledge differing responses to common experiences
 - discuss ideas, events and figures within stories from oral, literary and media texts from various communities
 - connect the insights of individuals in oral, literary and media texts to personal experiences
 - select and use language appropriate in tone and form to recognize and honour people and events
- compare personal ways of responding and thinking with those of others
 - explore cultural representations in oral, literary and media texts from various communities
 - connect the insights of individuals in oral, literary and media texts to personal experiences
 - select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

5.1 Develop and Celebrate Community

Grade 7

Students will be able to:

- demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings
- explain ways in which oral, literary and media texts reflect topics and themes in life
- interpret the choices and motives of individuals encountered in oral, literary and media texts, and examine how they relate to self and others
- use appropriate language to participate in public events, occasions or traditions

Grade 8

- express personal reactions to a variety of experiences and texts, and acknowledge the reactions of others
- compare ways in which oral, literary and media texts from a variety of cultures explore similar ideas
- compare the choices and behaviours of individuals presented in oral, literary and media texts with personal choices, values and behaviours
- explore and experiment with various ways in which language is used across cultures, age groups and genders to honour and celebrate people and events

Grade 9

- recognize that differing perspectives and unique reactions enrich understanding
- recognize ways in which oral, literary and media texts capture specific elements of a culture or period in history
- reflect on ways in which the choices and motives of individuals encountered in oral, literary and media texts provide insight into those of self and others
- participate in celebrating special events, and recognize the importance and significance of the influence of language

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

5.1 Develop and Celebrate Community

Grade 10

Students will be able to:

- recognize and act upon the importance of respecting evidence, truth and views of others when discussing, describing or recording experiences
- recognize and discuss ways in which oral, literary and media texts reflect cultural and attitudinal influences
- analyze the role of language and oral, literary and media texts in revealing and explaining the human condition
- participate in using language to mark special events and occasions, and recognize that language performs a symbolic and ceremonial function

Grade 11

- identify situations that require discussion to achieve mutual understanding and act accordingly
- recognize and discuss the impact of historical setting, culture and literary tradition on a variety of oral, literary and media texts
- analyze how language and oral, literary and media texts define personal roles and experiences
- recognize and use the influence of language to signify the importance of special events that celebrate human experiences

Grade 12

- recognize that communication influences knowledge and personal reflections
- analyze ways in which cultural and social experiences shape personal responses to oral, literary and media texts
- analyze how language and oral, literary and media texts reflect and affect the human condition
- analyze how language reflects and shapes human experiences

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

5.2 Encourage, Support and Work with Others

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|--|--|--|--|
| <ul style="list-style-type: none">• participate in group activities• demonstrate attentiveness in group activities• recognize variations in language use in a school context• help others and ask others for help | <ul style="list-style-type: none">• work in partnerships and groups• take turns sharing information and ideas• recognize that individuals adjust language use for different situations• find ways to be helpful to others | <ul style="list-style-type: none">• cooperate in small groups• contribute related ideas and information in whole class and small group activities• adjust own language use for different situations• acknowledge achievements of others | <ul style="list-style-type: none">• cooperate in a variety of partnership and group structures• ask others for their ideas, and express interest in their contributions• show consideration for those whose ideas, abilities and language use differ from own• understand how class members help each other |
|--|--|--|--|

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

5.2 Encourage, Support and Work with Others

Grade 7

Students will be able to:

- contribute to group efforts to reach consensus or conclusions
- present group conclusions or findings to classmates
- respect diverse languages, ideas, texts and traditions, and recognize contributions of self, peers and the wider community
- evaluate group process and personal contributions according to pre-established criteria

Grade 8

- engage in dialogue to understand the feelings and viewpoints of others, and contribute to group harmony
- plan, organize and participate in presentations of group findings
- demonstrate respect for other people's language, history and culture
- evaluate the quality of own contributions to group process, and set goals and plans for development

Grade 9

- recognize the importance of effective communication in working with others
- organize and complete tasks cooperatively
- use inclusive language and actions that support people across races, cultures, genders, ages and abilities
- establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

5.2 Encourage, Support and Work with Others

Grade 10

Students will be able to:

- make and encourage contributions that advance a group's ideas or thinking
- present group ideas and findings effectively to unfamiliar audiences
- use communication that supports balanced, fair and accurate portrayals of people across races, cultures, genders, ages and abilities
- identify areas where others may require support and monitor own ability to provide needed support

Grade 11

- build and maintain cooperative relationships with others, and engage in peer coaching
- demonstrate facility in functioning as a group member and a group leader
- support group members in addressing exploitative or discriminatory situations, and explore and value diverse perspectives
- monitor and assess personal efforts and products regularly within a group context

Grade 12

- demonstrate flexibility in working with others, engage in self-initiated peer learning situations, and recognize the merits and limitations of group work
- explain differences in roles between that of group leader and that of group member in a variety of situations
- recognize and monitor personal role in creating and sustaining a positive learning community
- demonstrate accountability as an individual and as a group member

SPECIFIC LANGUAGE COMPONENT

The Specific Language Component provides a framework for the presentation and sequencing of the linguistic elements of the specific international language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound–symbol system, lexicon, grammatical structures, mechanical features and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing.

General Learning Outcome

The following General Learning Outcome outlines the key learnings that the Specific Language Component of the Language Arts section is designed to support.

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

Sound–Symbol System

- listen to, identify and begin to produce basic sounds of the specific language, and connect some sounds to specific symbols
- listen to, identify and produce basic sounds of the specific language, and connect sounds to the appropriate symbols
- use basic sound–symbol system of the specific language
- use, orally and in writing, basic sound–symbol system of the specific language

Lexicon

- repeat and recognize basic vocabulary and expressions used in the immediate environment
- use simple vocabulary and expressions in daily situations
- experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment
- use vocabulary and expressions appropriately in various situations in the classroom and school environment

Grammatical Structures

- imitate basic grammatical structures commonly used in the immediate classroom environment
- imitate and experiment with basic grammatical structures used in the immediate classroom environment in structured situations
- use basic grammatical structures, and apply basic grammatical structures used in the immediate classroom environment to new situations, with teacher assistance in structured situations
- use basic grammatical structures, and apply basic grammatical structures to new contexts, in structured situations with teacher assistance

Mechanical Features

- imitate simple, basic mechanical features of the specific language
- imitate and experiment with basic mechanical features of the specific language
- experiment with and use basic mechanical features of the specific language
- use basic mechanical features of the specific language

Discourse Features

- imitate simple, basic discourse features of the specific language in oral interactions in the classroom
- imitate and experiment with basic discourse features of the specific language in oral interactions in the classroom
- experiment with and use basic discourse features of the specific language in oral, written and visual texts
- use basic discourse features of the specific language in oral, written and visual texts

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

Grade 4

Students will be able to:

Sound–Symbol System

- use basic sound–symbol system of the specific language

Grade 5

- accurately use basic sound–symbol system of the specific language

Grade 6

- accurately use sound–symbol system of the specific language

Lexicon

- experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts

- use vocabulary and expressions appropriately in classroom, school and community contexts

- recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea

Grammatical Structures

- use basic grammatical structures, and apply and adapt grammatical structures in a variety of structured situations, with teacher guidance

- use basic grammatical structures, and apply and adapt grammatical structures in a variety of situations, with teacher guidance

- use basic grammatical structures, and apply and adapt grammatical structures in a variety of situations, with teacher guidance and sometimes independently

Mechanical Features

- use basic mechanical features of the specific language correctly, and explore their use for effect

- use basic mechanical features of the specific language correctly, and apply these features for effect

- use basic mechanical features of the specific language correctly and for effect

Discourse Features

- use basic discourse features of the specific language in oral, written and visual texts, and explore their use for effect

- use basic discourse features of the specific language in oral, written and visual texts, and apply these features for effect

- use basic discourse features of the specific language in oral, written and visual texts, and apply these features independently for effect

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

Grade 7

Students will be able to:

Sound–Symbol System

- understand and accurately use the sound–symbol system of the specific language
- apply knowledge of the sound–symbol system of the specific language to a variety of contexts
- accurately apply knowledge of the sound–symbol system of the specific language

Grade 8

- use multiple words or phrases to express the same idea
- select the most appropriate or effective words or phrases to express ideas accurately
- ensure the precision of messages by accessing needed vocabulary

Grade 9

- apply grammatical structures in a variety of situations, with teacher guidance and independently
- apply grammatical structures in a variety of situations, mainly independently
- apply grammatical structures in a variety of contexts, mainly independently

Grammatical Structures

- apply grammatical structures in a variety of situations, with teacher guidance and independently
- use basic mechanical features of the specific language correctly and effectively
- use basic mechanical features of the specific language correctly and effectively
- use basic mechanical features of the specific language correctly and effectively

Mechanical Features

- use basic discourse features of the specific language correctly, and apply these features for desired effect, with teacher guidance
- use basic discourse features of the specific language correctly, and apply these features for effect, with teacher guidance and sometimes independently
- use basic discourse features of the specific language correctly and effectively
- use basic discourse features of the specific language correctly and effectively

Discourse Features

- use basic discourse features of the specific language correctly, and apply these features for desired effect, with teacher guidance
- use basic discourse features of the specific language correctly, and apply these features for effect, with teacher guidance and sometimes independently
- use basic discourse features of the specific language correctly and effectively
- use basic discourse features of the specific language correctly and effectively

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 Linguistic Elements

Grade 10

Grade 11

Grade 12

Students will be able to:

Sound–Symbol System

- accurately apply knowledge of the sound–symbol system of the specific language in a variety of contexts
- accurately and effectively apply knowledge of the sound–symbol system of the specific language
- accurately and effectively apply knowledge of the sound–symbol system of the specific language in a variety of contexts

Lexicon

- ensure the precision of messages by independently accessing needed vocabulary
- use vocabulary and expressions correctly and appropriately in a variety of contexts
- correctly, appropriately and effectively use vocabulary and expressions in a variety of contexts

Grammatical Structures

- independently apply grammatical structures of the specific language in a variety of contexts
- accurately apply grammatical structures of the specific language in a variety of contexts
- accurately and effectively apply grammatical structures of the specific language in a variety of contexts

Mechanical Features

- use mechanical features of the specific language correctly and effectively
- use mechanical features of the specific language correctly and effectively
- use mechanical features of the specific language correctly and effectively

Discourse Features

- expand repertoire of discourse features, and experiment with using a wide variety of discourse features for effect
- use basic discourse features of the specific language correctly and effectively
- use a variety of discourse features correctly, and select and use specific discourse features for appropriate effect

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Proficiency

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

Listening

- listen and respond to basic phrases in the classroom environment
- listen to and understand simple oral sentences in a classroom environment
- listen to and understand simple oral sentences in a variety of familiar contexts
- listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations

Speaking

- repeat and create simple oral phrases in the classroom environment
- produce, orally, simple sentences in a structured situation
- produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts
- produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic

Reading

- recognize letters or characters and their corresponding sounds
- recognize and understand simple words and sentences in a structured situation
- read and understand simple words and sentences in a variety of familiar contexts
- read and understand a series of sentences or a short text on a familiar topic

Writing

- write letters or strokes
- write simple words and sentences in a structured situation
- write simple words and sentences on familiar topics in a structured situation
- produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation

Viewing

- view and respond to familiar events and/or representations in the classroom context
- view and understand simple, familiar events and/or representations in the classroom context
- view and understand simple, familiar events and/or representations
- view and understand simple events and/or representations

Representing

- imitate and/or create simple representations of familiar ideas, events and information
- create simple representations of familiar ideas, events and information
- use a variety of forms to create simple representations of ideas, events and information
- use a variety of forms to create representations of ideas, events and information

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Proficiency

Grade 4

Grade 5

Grade 6

Students will be able to:

Listening

- listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations
- listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations
- listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations

Speaking

- produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation
- deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation
- deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation

Reading

- read and understand a series of interrelated ideas dealing with a familiar topic in structured situations
- read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
- read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

Writing

- produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations
- produce in writing, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations
- produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

Viewing

- view and understand a variety of simple events and/or representations
- view and understand a series of simple events and/or representations
- view and understand events and/or representations within and beyond the school context

Representing

- create multiple representations of the same familiar ideas, events and/or information
- create multiple representations of the same ideas, events and/or information
- use a variety of forms to create representations of ideas, events and/or information

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Proficiency

Grade 7

Grade 8

Grade 9

Students will be able to:

Listening

- listen to and understand the main points of a lengthy oral or media presentation on a variety of familiar topics in structured and unstructured situations
- listen to and understand the main points of an oral presentation containing simple and complex ideas dealing with a variety of familiar topics in structured and unstructured situations
- listen to and understand the main points of an oral presentation containing simple and complex ideas dealing with a variety of familiar topics in structured and unstructured situations

Speaking

- produce a prepared or spontaneous oral presentation on a familiar topic in structured and unstructured situations
- produce a prepared or spontaneous oral presentation on a familiar or unfamiliar topic in structured and unstructured situations
- produce a coherent oral presentation on familiar and unfamiliar topics in a variety of structured and unstructured situations

Reading

- read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations
- read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations
- read and understand texts containing simple and complex ideas on familiar and unfamiliar topics

Writing

- produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a familiar topic in structured and unstructured situations
- produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations
- organize and develop ideas coherently on familiar and unfamiliar topics, spontaneously and/or with preparation

Viewing

- view and understand complex representations of familiar ideas, events and information
- view and understand complex representations of ideas, events and information
- view and understand a variety of complex representations of ideas, events and information

Representing

- create complex representations of familiar ideas, events and information
- create complex representations of ideas, events and information
- use a variety of forms to create complex representations of ideas, events and information

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 Proficiency

Grade 10

Students will be able to:

Listening

- understand main points and supporting details of oral lectures, presentations and media on familiar topics

Grade 11

- understand main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics

Grade 12

- understand main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics

Speaking

- present and support thoughts and ideas on familiar topics

- present and support thoughts and ideas coherently on familiar and unfamiliar topics

- present and support thoughts and ideas on familiar and unfamiliar topics spontaneously, coherently and effectively

Reading

- understand main points and supporting details of texts on familiar topics

- understand main points and supporting details of texts on familiar and unfamiliar topics

- understand main points and supporting details of texts on familiar and unfamiliar topics

Writing

- with preparation, organize and develop ideas coherently and effectively in writing on a range of topics

- organize and develop ideas, mainly with preparation, coherently and effectively in writing on a range of topics

- spontaneously organize and develop ideas coherently and effectively in writing on a range of topics

Viewing

- view and understand complex representations of ideas, events and/or information

- view and understand complex representations of ideas, events and/or information

- view and understand a variety of complex representations of ideas, events and/or information

Representing

- create effective representations of ideas, events and information

- create coherent and effective representations of ideas, events and information

- create coherent and effective representations of a variety of ideas, events and information

SUBJECT AREA EXPERIENCES

The Subject Area Experiences section emphasizes the important role of content-related learnings and experiences, provided through the specific international language, that are characteristic of bilingual programming. This section strongly supports purposeful language learning throughout all curricular areas and provides for rich language learning opportunities and experiences. It also highlights the importance of academic achievement in bilingual programs.

The Subject Area Experiences section provides a framework for the establishment of the linguistic elements that are necessary for students to acquire in order to support and promote success in content-related studies. It also provides a framework for identifying the subject areas and/or fields of experience to be studied at each grade level through the medium of the specific language. These two components are interdependent and intended to be developed and delivered in an integrated manner.

Curriculum developers should refer to provincial curricula for each subject area taught in the specific international language to ensure that provincial requirements are met.

General Learning Outcome

The following General Learning Outcome outlines the key learnings that the Subject Area Experiences section is designed to support.

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.1 Language**Kindergarten****Grade 1****Grade 2****Grade 3**

Students will be able to:

- acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes
- acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes
- acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes
- acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.2 Knowledge, Skills, Attitudes**Kindergarten****Grade 1****Grade 2****Grade 3**

Students will be able to:

- acquire subject area knowledge, skills and attitudes, using the specific language as the medium
- acquire subject area knowledge, skills and attitudes, using the specific language as the medium
- acquire subject area knowledge, skills and attitudes, using the specific language as the medium
- acquire subject area knowledge, skills and attitudes, using the specific language as the medium

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.1 Language**Grade 4****Grade 5****Grade 6**

Students will be able to:

- acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes
- acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes
- acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.2 Knowledge, Skills, Attitudes**Grade 4****Grade 5****Grade 6**

Students will be able to:

- acquire subject area knowledge, skills and attitudes, using the specific language as the medium
- acquire subject area knowledge, skills and attitudes, using the specific language as the medium
- acquire subject area knowledge, skills and attitudes, using the specific language as the medium

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.1 Language

Grade 7

Students will be able to:

- acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas

Grade 8

- acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas

Grade 9

- acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.2 Knowledge, Skills, Attitudes

Grade 7

Students will be able to:

- acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium

Grade 8

- acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium

Grade 9

- acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.1 Language

Grade 10

Grade 11

Grade 12

Students will be able to:

- acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas
- acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas
- acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.2 Knowledge, Skills, Attitudes

Grade 10

Grade 11

Grade 12

Students will be able to:

- acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium
- acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium
- acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.1 *Self-identity*

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|---|---|---|---|
| <ul style="list-style-type: none">• represent self and family• recognize own importance as a person | <ul style="list-style-type: none">• tell and draw about self and family, and appreciate one's own uniqueness• understand and accept own importance as a person | <ul style="list-style-type: none">• express own concept of oneself, and extend that understanding to include new ideas and perspectives• understand own place and importance in the home and school | <ul style="list-style-type: none">• express own concept of oneself, and compare the perception of others with one's own perception• understand own strengths and abilities |
| <ul style="list-style-type: none">• participate in cultural activities of the specific language/culture in the classroom and school• participate in classroom and school cultural activities | <ul style="list-style-type: none">• participate in cultural activities and traditions of the specific language/culture• participate in classroom, school and community cultural activities | <ul style="list-style-type: none">• participate in and appreciate the cultural activities and traditions of the specific language/culture• recognize benefits of a bilingual/multicultural education | <ul style="list-style-type: none">• recognize and appreciate various elements of the specific language/culture• understand the value and significance of a bilingual/multicultural education to self |

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.1 *Self-identity*

Grade 4

Grade 5

Grade 6

Students will be able to:

- | | | |
|---|--|--|
| <ul style="list-style-type: none">explore and examine various sources of information for development of one's self-conceptlearn that respect for oneself is essential, and understand that self-concept is determined by external and internal forcesrecognize and appreciate various elements of the specific language/cultureparticipate in activities that promote and celebrate the bilingual/multicultural education experience | <ul style="list-style-type: none">identify influences on development of one's self-concept and self-identityrecognize that individuals change in many ways and that perception of oneself can change over time and depending on one's contextidentify the lifelong benefits and contributions to self of the specific language/culturerecognize the uniqueness of the bilingual/multicultural education in a Canadian context | <ul style="list-style-type: none">explore and reflect on various facets of self-identityrecognize the effect of "put-ups" and "put-downs" on self and othersrecognize the value and significance of the specific language/culture to selfidentify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context |
|---|--|--|

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.1 *Self-identity*

Grade 7

Students will be able to:

- understand self-concept and the factors that affect it
- understand the importance of developing a positive self-concept and self-identity, recognize the effects of positive and negative treatment, and understand ways in which the individual has rights to safeguard against stereotyping
- explore and analyze how the specific language/culture has impacted and enriched oneself
- explore and analyze how being bilingual/multicultural has impacted and enriched one's own life

Grade 8

- examine one's identity and reflect on its effect on personal relationships and choices
- understand stereotyping and its effect on the individual, community and society, and understand ways in which the individual has rights to safeguard against stereotyping in Canadian society
- explore and analyze how the specific language/culture has enriched the lives of significant individuals at the community, national and international levels
- explore and analyze how bilingualism/multiculturalism has enriched the lives of significant individuals at the community, national and international levels

Grade 9

- understand self-concept and its relationship to overall development, achievement and decisions for the future
- understand areas of personal strengths and possible future opportunities
- explore how one's past and present specific language/cultural experiences, understanding and knowledge may be an asset in future opportunities
- explore how one's past and present bilingual/multicultural experiences, knowledge and understanding may be an asset in future opportunities

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.1 *Self-identity*

Grade 10

Students will be able to:

- understand that self-identity and self-concept change
- identify areas of personal strength and possible future opportunities, and plan for future self-development and growth
- participate in and contribute to community-based activities in which knowledge and skills related to the specific language/culture will be applied
- participate in and contribute to community-based activities in which bilingual/multicultural knowledge and skills will be applied

Grade 11

- understand that self-identity and self-concept can change over time and in various contexts
- explore the alignment of personal strengths with possible future and career opportunities
- participate in and contribute to intercultural interactions, such as exchanges, intervisitations and penpal activities, with members of the specific language/culture
- participate in and contribute to intercultural interactions, such as exchanges, intervisitations and penpal activities

Grade 12

- articulate, express and celebrate one's own unique identity
- identify personal strengths in planning for a career or further studies
- choose to engage in activities that will promote own lifelong cultural development
- choose to engage in activities that will promote own lifelong bilingual/multicultural development

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.2 Specific Language/Culture

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|---|--|---|--|
| <ul style="list-style-type: none">• participate in activities and experiences that reflect traditional elements of the specific language/culture• participate in activities and experiences that reflect contemporary elements of the specific language/culture• experience linguistic/cultural elements of diverse origins from within the specific language/culture• participate in events marking changes | <ul style="list-style-type: none">• participate in activities and experiences that reflect traditional elements of the specific language/culture• participate in activities and experiences that reflect contemporary elements of the specific language/culture• experience linguistic/cultural elements of diverse origins from within the specific language/culture• illustrate that change occurs in one's immediate environment | <ul style="list-style-type: none">• participate in activities and experiences that reflect traditional elements of the specific language/culture• participate in activities and experiences that reflect contemporary elements of the specific language/culture• recognize diverse elements of the specific language/culture in school and/or local community• gather information to demonstrate change within the specific language/culture | <ul style="list-style-type: none">• participate in activities and experiences that reflect traditional elements of the specific language/culture• participate in activities and experiences that reflect contemporary elements of the specific language/culture• identify diverse elements of the specific language/culture in school and/or local community• identify how people's actions and lifestyles change to accommodate the changing needs of people |
|---|--|---|--|

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.2 Specific Language/Culture

Grade 4

Students will be able to:

- explore elements in the immediate environment that reflect the historical roots of the specific language/culture
 - explore elements in the immediate environment that reflect the contemporary features of the specific language/culture
 - explore diversity of the specific language/culture in the immediate environment
 - explore and reflect on change within one's own family and community
-
- explore key historical elements, events, figures and developments of the specific language/culture
 - explore key contemporary elements, events, figures and developments of the specific language/culture
 - explore diversity of the specific language/culture at the provincial level
 - explore and reflect on change in the specific language/culture within Canada
-
- identify major historical elements, events, figures and developments of the specific language/culture
 - identify major contemporary elements, events, figures and developments of the specific language/culture
 - explore diversity of the specific language/culture in Canada
 - explore and reflect on change in the specific language/culture at the international level

Grade 5

Grade 6

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.2 Specific Language/Culture

Grade 7

Grade 8

Grade 9

Students will be able to:

- | | | |
|---|--|--|
| <ul style="list-style-type: none">explore how major historical events, figures and cultural developments of the specific language/culture have influenced contemporary culture worldwideexplore how major contemporary events, figures and cultural developments of the specific language/culture have influenced contemporary culture worldwideexplore the diversity of the specific language/culture at the international levelexplore how changes in the specific language/culture have impacted one's own life | <ul style="list-style-type: none">explore how major historical events, figures and cultural developments of the specific language/culture have influenced contemporary culture in Canadian contextexplore how major contemporary events, figures and cultural developments of the specific language/culture have influenced contemporary culture in Canadian contextexplore the influence of diversity within the specific language/culture on its own developmentexplore the significance of changes in the specific language/culture to the rest of the world | <ul style="list-style-type: none">analyze the influence and contributions of major historical events, figures and cultural developments of the specific language/culture in Canadian contextanalyze the influence and contributions of major contemporary events, figures and cultural developments of the specific language/culture in Canadian contextexamine the influence of diversity within the specific language/culture on its own developmentcompare changes in the specific language/culture to changes in other cultures |
|---|--|--|

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.2 Specific Language/Culture

Grade 10

Students will be able to:

- recognize and appreciate the influence and contributions of major historical events, historical figures and cultural developments of the specific language/culture
- recognize and appreciate the influence and contributions of major contemporary events, contemporary figures and cultural developments of the specific language/culture
- compare and contrast perspectives on diversity at the national level
- examine historical influences that have impacted the specific language/culture

Grade 11

- compare and contrast interpretations and perspectives of the influence and contributions of major historical events, historical figures and cultural developments of the specific language/culture
- compare and contrast interpretations and perspectives of the influence and contributions of major contemporary events, contemporary figures and cultural developments of the specific language/culture
- compare and contrast perspectives on diversity at the international level
- examine contemporary influences that have impacted the specific language/culture

Grade 12

- identify and analyze how historical experiences of the specific language/culture have shaped the contemporary language/culture group in local, Canadian and international contexts
- identify and analyze the impact of contemporary influences on the language/culture group in local, Canadian and international contexts
- identify and analyze how historical and current diversity of the specific language/culture has shaped the contemporary specific language/culture in the local, national and international context
- identify and analyze the significance of historical and contemporary changes of the specific language/culture on the rest of the world

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.3 Building Community

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|--|---|--|--|
| <ul style="list-style-type: none">• contribute to and cooperate in group activities• recognize differences between self and peers• recognize similarities between self and peers• participate in and contribute to classroom activities | <ul style="list-style-type: none">• develop a special awareness and concern for members of one's class• recognize and appreciate differences between self and peers• recognize and appreciate similarities between self and peers• participate and contribute to classroom and school activities | <ul style="list-style-type: none">• practise consideration for others• explore diversity in the family, school and community• explore similarities between self and others• participate cooperatively in group activities by contributing ideas and supporting others | <ul style="list-style-type: none">• experience that helping others is rewarding• explore diversity in the classroom, school and local community, and reflect on its significance to self• explore similarities between members of the immediate community, and reflect on its significance to self• participate cooperatively in daily classroom duties, and support peers and classmates |
|--|---|--|--|

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.3 Building Community

Grade 4

Students will be able to:

- encourage and support classmates and schoolmates
- explore diversity in the immediate and local community and reflect on its significance to self
- explore similarities between members in local community and reflect on its significance to self
- demonstrate desire to assist or contribute for personal satisfaction

Grade 5

- develop skills that promote open, authentic relationships with others in class and school
- explore, compare and reflect on personal significance of diversity in Canada
- explore, compare and reflect on common human needs and experiences of Canadians
- demonstrate concern for the quality of one's work in and out of school

Grade 6

- use skills that promote cooperation and mutual respect within the classroom and the school
- explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada
- examine the common human needs and experiences of people around the world
- provide positive contributions and leadership within the school and/or community

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.3 Building Community

Grade 7

Students will be able to:

- demonstrate respect for the rights and opinions of others
- examine diversity in the school, local community and among peers, and reflect on its impact on self, relationships and personal choices
- examine commonalities among peers and members of the school and local community, and reflect on its impact on self
- participate effectively in group activities

Grade 8

- demonstrate positive group member behaviours
- examine diversity in the school, local community and among peers, and reflect on its impact on self, school and community
- examine similarities that exist in cultures in Canadian society through the historical context of immigration
- appreciate contributions of different individuals, groups and events to the development of Canada

Grade 9

- support classmates and peers in group activities
- explore and analyze how diversity has contributed to and enriched Canadian society
- examine similarities in cultures in current Canadian society
- participate in discussions on the significance of various contemporary cultural issues to Canadian society

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.3 Building Community

Grade 10

Students will be able to:

- demonstrate respect for the rights and opinions of others and understand that social issues are complex
- identify and analyze how Canada's response to diversity has changed, compare how different nations have responded to diversity, and identify the benefits of a pluralistic approach
- identify and explain how common human experiences and needs are reflected in culture, social structure and day-to-day patterns of behaviour in Canada
- participate in various school and community events to promote intercultural understanding

Grade 11

- demonstrate respect for the rights and opinions of others focusing on current cultural issues in the media
- analyze and understand the significance of diversity in shaping contemporary and future opportunities for growth
- identify and explain how common human experiences and needs are reflected in culture, social structure and day-to-day patterns of behaviour in different countries of the world
- participate in various school, community and Canadian events to promote intercultural understanding

Grade 12

- demonstrate understanding that various political and economic systems impose different values on the rights and opinions of others to varying degrees
- participate in various individual, group, school and community activities that celebrate diversity and promote intercultural understanding
- identify, explain and analyze how common human experiences and needs are reflected in culture, social structures and political systems of various countries in the world
- participate and contribute to individual, group, school and community activities using own knowledge and skills related to the specific language/culture

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.4 Global Citizenship

Kindergarten

Grade 1

Grade 2

Grade 3

Students will be able to:

- | | | | |
|--|--|---|--|
| <ul style="list-style-type: none">• demonstrate personal and social responsibility in the classroom• participate in tasks and activities with partners and in groups• follow rules in the classroom and school• share or demonstrate personal strengths or achievements | <ul style="list-style-type: none">• demonstrate personal and social responsibility in the classroom and school• recognize own contributions to a group and those of others• recognize that rules can be different for different people• share or demonstrate personal strengths and areas for further development | <ul style="list-style-type: none">• demonstrate personal and social responsibility in the classroom, school and community• recognize the benefits of working with a partner or within a group, and learn that one affects and is affected by the actions of others• identify and describe causes of conflict in the classroom• identify personal strengths and areas for improvement | <ul style="list-style-type: none">• learn that growing up involves making decisions and accepting consequences• identify the advantages and disadvantages of working collaboratively with a partner or group• explore ways to resolve interpersonal conflict• identify personal strengths and areas for improvement, and set personal goals |
|--|--|---|--|

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.4 Global Citizenship

Grade 4

Students will be able to:

- respect the feelings, rights and property of others, and accept responsibility for one's own actions
- recognize the effects of one's actions on others, and recognize that people must depend on others to meet their basic needs
- examine the rights and responsibilities of the individual
- identify personal strengths and areas for improvement, and establish personal goals and action plans

Grade 5

- learn the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations

- examine the role of the individual in group activities, and reflect on effectiveness of own contributions

- recognize and respect individual differences, and recognize the worth of every individual

- identify individual strengths and areas for further development, and establish personal goals and action plans

Grade 6

- learn the meaning of personal and social conscience, and learn problem-solving and decision-making skills

- participate in and contribute to group activities effectively, and recognize that cooperation is important

- accept differences in characteristics and abilities of peers and others

- identify own interests and explore future opportunities for learning and employment

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.4 Global Citizenship

Grade 7

Students will be able to:

- identify and analyze examples of rights and responsibilities of citizens

- explore different roles and responsibilities of a group member

- examine examples of events where there is or has been tension between individual, group or cultural beliefs and government policies or the law

- explore learning and work opportunities around the world

Grade 8

- examine how various forms of citizen action have affected public policy with regard to cultural diversity in Canada

- identify the impact of actions of an individual upon the group

- explore ways in which group conflict can be resolved in Canadian society

- identify essential skills, knowledge and attitudes required for effective participation in the global workplace and marketplace

Grade 9

- recognize how public policies relating to cultural diversity are affected by public opinion, the media and political groups

- identify ways in which individuals, community members and societal members are interrelated and interdependent

- appreciate how various constitutional documents and charters have governed behaviour of various cultural groups

- establish goals and action plans for further development of skills, knowledge and attitudes required for effective participation in the global workplace and marketplace

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.4 Global Citizenship

Grade 10

Students will be able to:

- identify and analyze a citizen's role and responsibility in interrelated local, national and international contexts
- identify and analyze the variety of ways in which peoples and nations are linked in an interrelated global system, and examine how this interrelatedness developed over time
- examine patterns of behaviour that reflect attitudes and values that contribute to cross-cultural understanding
- explore career fields in which bilingual and multicultural knowledge, skills and attitudes can be applied

Grade 11

- participate in group decision making and problem solving in ways that demonstrate concern for others and understanding of responsibilities as citizens
- explore and analyze how global links and interdependency affect one's role as a citizen in one nation among many others
- identify how intercultural and multicultural organizations have impacted on global citizenship
- apply bilingual and multicultural knowledge and skills in specific activities that will further develop the skills required for effective participation in the global workplace

Grade 12

- examine how different cultural conditions and political motives have contributed to global conflict and cooperation between nations
- identify and analyze ways in which actions in one locality or nation can lead to consequences that may enhance or endanger life in other nations and on this planet, and identify the scope for individual and collective decision making
- demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations through appropriate behaviour and language
- apply bilingual and multicultural knowledge and skills in specific activities that will promote skill development and opportunities for future participation in the global workplace

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